

REPORTS:

Merger Talks

Ombudsman

Financial Statements

ISSUES & EVENTS

Vol. 4, No. 2 - September 22, 1972

N.D.P. Candidate Bob Keaton, page 3

Black access to tools, page 4

Teaching without hurting, page 5

Board of Governors, page 11

Old hockey ace Frank Carlin was asked

What happened to Team Canada and hockey?

The old Montreal *Herald* gasped its last in the late fifties, even though the wheezes began in the thirties and forties. It wasn't that the tabloid was having so much trouble from its angry ma, (and parent company) the *Montreal Star* - jealousy pangs over a threatening circulation - but because it was always in a dither about sport and mostly hockey.

Sure, there would always be the occasional five column banner over Camilien Houde's plan for a bristling new subway network or some dirt on the local syndicates, but by and large the *Herald* was on top of what was happening for most Montrealers - the state of the Maroons, (or Canadiens), the Royals and hockey around the province, with the old sports reporters Baz O'Meara and Al Parsley, who judiciously spread their time over taverns, typewriters and games, and of course Sam's which ran a lifeline up to the fourth floor editorial rooms with the grilled cheeses and the smoked meats, half of which were never paid for.

Sam was happy, though, because if he didn't get the payment in coin for the food, he got it in copy. A lot of what Sam read concerned Frank Carlin, then coach of the Montreal Royals in the Quebec Senior Hockey League (QSHL), later with the Quebec Aces and now part-time scout for the Philadelphia Flyers.

This story really concerns Frank, and the background is here to show he's been around hockey for quite a while. We wanted to ask him about the latest in hockey and so we talked about the Team Canada series and what it all meant to hockey, Canada and Frank Carlin.

Frank admits that he miscalled the whole series - an eight game Canadian sweep. In fact he clued in after about two or three minutes of play in that first seven-three decision that put Canada most pointedly on its ear, maple leaf, beaver and all: in a quick aside to his wife, he confessed misgivings as he watched the opening minutes of play. And, as everyone knows, things

went from bad to worse: The *New York Times* announced, following the first game, "Canadians' Diet: Humble Pie" and Canada was angry: the next game vented a little of it with a four-one win for Canada; then the fumbling and flab showed us up: Winnipeg four to four; Vancouver, five to three. The commies came (they said) to learn and here they were, here to teach. They were not only communist, they were hockey players, an altogether ridiculous and unfathomable combination.

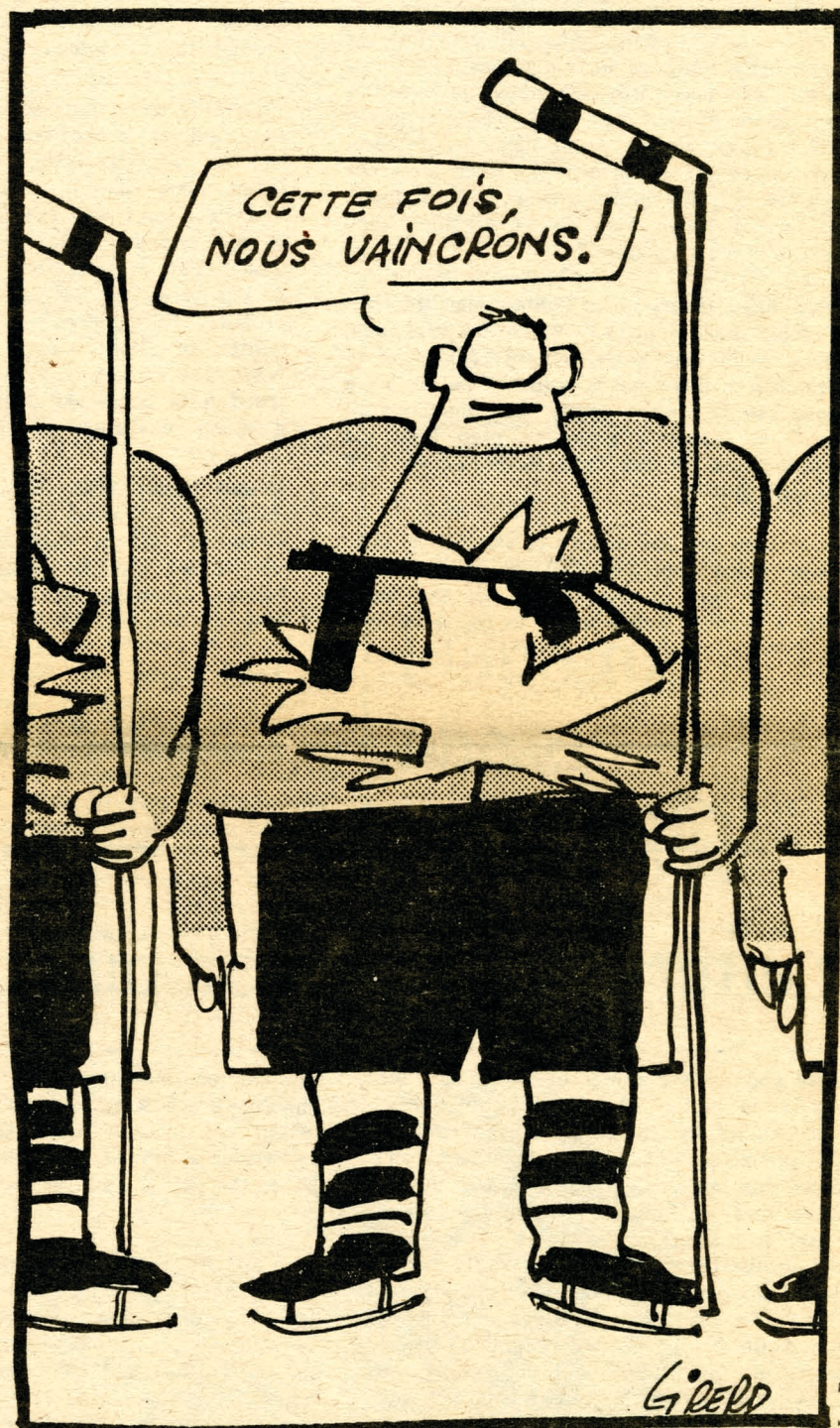
They were not only communist and good at hockey, they were also decent about it: sportsmen, someone said. Team Canada didn't shake hands after the first game, apparently because they weren't instructed to. And here was Canada under the impression that the politburo had arranged this 'spontaneous' show of friendship while Team Canada was left embarrassingly unawares. Nobody told 'em!

So we asked Frank, if it wasn't politics and manners, what was it?

"It's got to be conditioning," Frank Carlin explained. "You take a guy like Cournoyer who can really skate and he's done nothing in the series so far, nothing at all." Frank was beginning to melt into depression:

"I'm beginning to wonder if we'll ever catch up to them," he said thinking out loud. "They have two hundred and twenty million people over there and we've got twenty-two million people here and all the kids over there, from the age of twelve on up are saying to themselves 'all right, I've got to get on one of our teams.'" Frank suggested that making a team in the Soviet Union meant owning a car and enjoying an apartment that put the players well above the standard of living of most Soviet citizens and by comparison, Canadians didn't look on making a team with the same do or die attitude, because life was generally easier in Canada.

"I visualize," Frank continued, "where we'll have a play-off series between the best in Europe and the Stanley Cup winners, and I



also visualize the time when we'll get a lot of N.H.L. players from Europe."

Those, incidentally, who still feel battered and bruised by Team Canada's showing in the Stockholm mish-mash can take some comfort in the fact that Frank along with his Montreal Victorians thrashed the Swedes and every other European team soundly in 1928. So thoroughly did we smash our opponents that the final tally for twelve games that took the team from Stockholm and Berlin to Milan and other European centres was 167 goals for Canada and only 10 for the opposition.

Having discovered hockey only in the 1924 Olympics, the Swedes set out to master the game in the next three years before their Canadian encounter. "At the end of the first period," Frank remembered, "it was one to one and we were a little surprised." That

Of the Soviets: "I'm beginning to wonder if we'll ever catch up..."

continued next page

(continued)

goal for the Swedes, however was but a short-lived bit of hockey glory because by the time the whistle went for the final period, the score had become 17 to one.

But we've revelled in the past for so long that it's begun to hurt us, so much so that the nation is favouring its professional representatives. "I think we just took the Russians too lightly in the first game where-as when you're playing a new team you should spend the first five or ten minutes to really look them over to see how you should play them," Frank said. "We were very disorganized and we thought it was going to be a walkover."

In the second game, the Canadian team started to juggle the lines a bit and the thinking seemed to pay off.

Frank Carlin figures that all the fighting that's been going on in the games up to now hasn't been necessarily the result of Canada's poor sense of fair play. "If you get speared first," Frank argued, "and then you retaliate and you go off (for a penalty) while the other fella doesn't, it's pretty rough. I think that's the sort of things that's caused all this - they just can't take it anymore."

Frank has a theory about fights: "Half the time the fellas don't want to fight," Frank explained. "You usually get a guy who's really a bit of a chicken in there and he wants to put on a big show but he knows pretty well that one of his team mates is going to grab him and pull him out of the fight so he knows he'll never get hurt."

This points out the success of the new N.H.L. ruling which stipulates that the third guy to enter the fray is thrown out of the game with a hundred dollar ticket to pay back into

league coffers. "But now, he knows he may be in a fight for thirty seconds or so - unless it gets really bad where the referee will break it up - and he has to think about it."

The Europeans make it even tougher - *anyone* who fights is thrown out of the game - and in Frank Carlin's view, hockey's better for it. "We should be seeing a lot more hockey than fights. I think the public is getting fed up with all the fights." The majority of people, Frank suggested, wanted to see good hockey.

The game is bound to improve as a result of the series with the Soviets, Frank believes, but the spirit won't be there. "When an expansion club like L.A. comes into the Forum to play the Canadiens, I think the public will probably say 'we've seen better hockey in the Canada - Russia series' and it's going to hurt the N.H.L.," he mused.

Frank suggested that the Russians had adopted the kind of hockey he used to play when he was wearing skates, except it's a much faster game than it used to be. "Hell, I've had older guys who I used to play with come to me and say 'the hockey isn't as good today' but I disagree," Frank said. "Hell, if you saw one of our games now, you'd probably fall asleep." But they used to hit harder in those days, Frank reminds us. Now that smooth and rapid fire passing and speed have combined, the Soviets have made a direct challenge to the Canadian game.

Would Bobby Hull and Bobby Orr make a difference, we asked Frank? They would have helped a lot, he said, but he wasn't sure that Team Canada could have changed the balance dramatically, even counting in two of the nation's best players.

Frank Carlin, the first coach to ever pull a goalie towards the end of a losing battle, is currently on an inventory assignment for the university.



Carlin looking back: "Hell, if you saw one of our games now, you'd probably fall asleep."



Letters/A professor pulls his hair out

Have you felt the power of technology, the impact on society of technological change? I understand that something is imposed upon me, something which I do not desire... and under this impact... I am powerless, unprepared, and yet forced to accept that which I feel is not to my good. It is the more undesirable because I am not ready for it. Before its time, too soon, it is not acceptable. What are these evil things that assail me? Pollution, noise, automation which replaces me and the work I understand and know (poor worker, not only jobless but with a sense that from now on the world can dispense with me) an accelerated tempo of life which stresses me and renders my inner life unstable, too much moving around from place to place (or even, planet to planet?) which leaves me homeless...

Let us distinguish here three things: it is being forced upon me, it is unforeseen, and it has consequences that are not acceptable. Is it technology itself that is the power, the violator? The system comes to us in chaos. Technology tries to install order. One benefit of technology, transportation facilities, permits ready access to the cities, greater concentration in the cities, systematic skyscraper building and, finally, a pyramid of confusion. We are forced to live in this context, unprepared. Thus the arsenal of our technologies seems to catch us unprepared. The impact seems to be global.

Does technology force us? If a man is killed by a car, is the car the cause? Is it not rather an instrument which was used either rightly or foolishly? If we have exercised

due caution, then things are attributable to chance, to a lack of foresight which was not of our will. In most human enterprises foreknowledge is limited. But if neither the driver or the car is the true cause, then what is?

Can we say that modern man is caught unaware? Should some one have known better, and acted with greater caution? The attempt by some to plan an unplannable thing, the future, the vast and far away future, is not more reassuring. It is a grave mistake to think we can forecast the future when we can barely attain more than useful conjecture on this subject.

Could we have foreseen the side-effects of products, technologies would still not be the prime cause of the use of these products. They could be blamed only if in advance they had been given full power over all things, from the decision to make the product, the elaboration of ways of doing so, the use of the product, and even the consumer's desire for the product... and this despite the lack of preparation of the consumer. If all things are left to technology to mould and form, we have indeed the right to say that technology has an impact upon us, that technology is acting upon us. But could it be that technology took the place of another agent? Was there a power which should have been present and active and did not act? Had technology already substituted itself for that power, or been substituted, or, due to the decay of the proper power, have we let another power take its place?

Have we not been prepared by a certain philosophy of maximal security for the coming of the power most able to provide that security, technology? We have prepared this advent of technology as the all powerful by a certain philosophy of science. Our philosophies have left the nature of man unknown, or at least created a great confusion on the subject of the nature of man, presenting man as a sort of machine opening the way to even human-engineering.

Why is the Atom Bomb or biological engineering so terrifying? Why is the enormous power of science and technology so fearsome? Are we not master of our own tools? We fear that we shall be unable to control the products of our own technology. These are our instruments, our tools, and should be in our hands. We are no longer sure that this is so, or that we can keep control. The tales of mad scientists point out that science should not be in charge of decisions concerning the use or production of tools. Where then is the power that should and could control the technological monster? Should we have a super organization, indeed a super-technology to control production? Could it do so without controlling the whole of human life?

I need knowledge, the globe needs knowledge. What is this power? Can we control it? Can I re-integrate myself before it destroys me? Help...



Paul Germain, Philosophy



Meet Westmount's (and Sir George's) candidates (2)

The Issues & Events INSIGHT UNIT has determined that New Democratic Party candidate, Mr. Bob Keaton, is, without any NDP literature proclaiming it, a nice gentleman. One gets the impression that he does his own thinking without the aid of aides who are there in platoons in the main line parties, aiding the candidate on everything from the youth and golden age vote patterns to aiding more aides, always smiling with the sincerity and enthusiasm of Harold Cummings.

INSIGHT regrets that the Social Credit candidate is unavailable (literally) at this time but the moment the party comes up with a choice, INSIGHT will be there.

Keaton

INSIGHT first tackled Mr. Keaton on why he was an NDP candidate and why in Westmount, which is not his home riding: "Quite frankly I was asked to run in Westmount last May - at that time the elections were impending in June - and because I was an organizer for elections in the last three years and was tired, I hesitated to enter into this but they couldn't find anyone else (to run) in Westmount so I accepted because I felt the NDP had to be represented everywhere."

Mr. Keaton said that at the time he was unfamiliar with the riding and shared "the common misconception that the riding was strictly Westmount city and hence strictly rich so I entered in as a token candidate."

So he set out to learn more about the riding: the rich, he discovered, represent only a third of the entire riding population and the rest hovered around the middle class socio-economic group. The one poor group that did exist, he said, was uprooted with the building of the Trans Canada highway, "a good way to eliminate poverty" the candidate suggested mockingly.

"But there is," Mr. Keaton said, "a group of twenty per cent who are in what you can call the lower income categories and these people need a representative who really represents their interests in a concrete way."

What, INSIGHT asked, is Mr. Keaton telling the voters? "We're telling them that the liberals and conservatives do not represent the interests of two thirds of the riding, in terms of the cost of living index, in terms of the employment picture, in terms of opportunities, in terms of all the major issues that affect the middle income or poor person."

INSIGHT asked the candidate for specifics. The crux of the problem, as Mr. Keaton saw it, was in the preferential tax treatment the corporations were enjoying, a problem he felt could be attacked from two angles: "We have

to stop giving away the kinds of tax concessions and forms of deferments and rebates that corporations presently have. They are going to have to pay more taxes; but I don't think that this is going to inhibit the expansion of business any more than it is being inhibited right now, because the inhibiting factor is not the tax structure but rather the growth and structure of the economy.

"The other angle has to do with the part government plays in providing incentive (i.e. grants) to industry. The NDP has the only viable program, in this respect, Mr. Keaton said. "I don't think we should give any more subsidies to foreign owned companies or subsidiaries. Incentive grants should only be given to Canadian companies in order to build up our own industrial base in the country.

"The one other thing - and this goes along with Eric Kierans' idea - is letting up on concessions to the primary and resource industries and giving more to the manufacturing industries."

The whole idea, Mr. Keaton said, was to bring the manufacturing that the U.S. and others benefit from, both in terms of jobs and higher prices, to Canada so that Canadians could benefit from having more jobs and lower prices.

"And this means sitting back with the provinces and discussing what Canadians can develop in the way of specialized manufacturing possibilities in the oil and chemical products fields or in electronics or anything else which we might do in a planned economy. Our economic development now is *ad hoc*, it's stop-gap and irrational for the most part," Mr. Keaton said.

"Quebec and the Maritimes should become the primary regions for development because this is where most of the unemployment is, so what I am saying is that we should continue incentives but only to Canadian owned industries and in those areas that will give the best return on investment, and two, any money invested by the public should be regained in public ownership. If we invest two hundred million dollars in Northern Electric, we should get two hundred million dollars worth of stock," Mr. Keaton said.

On economic planning, Mr. Keaton told INSIGHT: "There is at present no such thing as a five or ten year economic plan but we should get into that. We have to take demographic and other factors into account if we're going to plan for employment and development in the kinds of industries which absorb the growing numbers of people.

"But we have this terrible problem right now in Canada of provinces competing with one another in selling out their own province to multi-national corporations," Mr. Keaton explained. "There are lobbyists who go from one government to the other seeing which

government is going to give them the best tax concession, the most property for the least money, and they shop around for bargains. It's time that we sat down and decided we are one country when it comes down to economic issues."

Mr. Keaton dramatized his point with one example for INSIGHT: "ITT (International Telephone and Telegraph) has been given property two times the size of West Germany in Quebec for 99 years free, with commitment on the government's part for road and service development," Mr. Keaton said. "ITT invested 30 million dollars, the federal government 40 million and Quebec I think invested 20 or 25 million so that ITT could go up there to cut down our trees, create only 1500 jobs (for a combined public investment of 65 million) and then have that resource material shipped to Belgium where it will be processed, creating 4500 jobs in Belgium and after that, having the finished products shipped back to Quebec and Canada where they will cost certainly more to Canadians than they would have cost if they were processed here."

As for inflation, Mr. Keaton said the NDP was not too concerned so long as "sliding scales" were used in determining raises in allowances for those on fixed incomes, such as pensioners and those with unnegotiable salaries. Controlled inflation - "I don't mean it has to be like Brazil's (where the Peso has gone completely to hell under successive governments) - was better, in the NDP's view, than forced layoffs to keep prices in line.

On separatism, Mr. Keaton told INSIGHT, "the main aspect is that no people should be governed on any other basis but free consent. But the NDP, in accepting that principle, is not accepting separatism, but rather is saying that it is possible and preferable to create a new society based on a new kind of economic order and a new set of social priorities, and that these would obviate the need for Quebec to separate.

"I don't think it's a cultural question because there is little doubt that it will not survive. One of the greatest reasons Quebec want to separate is that they want to create a new society with an equitable distribution of wealth and power and they don't believe they can do it in the present federal structure. And I would tend to agree with them.

"Hence the need to create a new federal structure."

INSIGHT challenged the candidate on the assertion that centralized planning would not be restrictive where regional autonomy, particularly Quebec's, was concerned: "You can still have planning and coordination between decentralized units just the way the EEC (European Economic Community) is doing it," Mr. Keaton argued. "It doesn't necessarily mean the centralization of power."

Keaton: "I'm not interested in the top third of Westmount. They don't need anyone to help them - they've got their power, they've got their money, they've got their politicians and I don't need them."

continued page six

The Black Institute: providing access to tools

"Nobody's inclined, five years after the rhetorical stage of the black movement, to be impressed by rhetoric alone: you have to produce."

The National Black Coalition of Canada Research Institute has a highfalutin name. But its endeavors seem strikingly practical and straightforward. Executive Director Clarence Bayne (on leave this year from his teaching post in quantitative methods at SGWU) expresses the institute's down-to-earth philosophy when he says, "Nobody's inclined, five years after the rhetorical stage of the black movement, to be impressed by rhetoric alone: you have to produce."

And produce it has, if the range of activity in the first eight months of existence under an LIP grant is any indication. In the educational field, the institute offers jointly with Dawson College a course on Blacks in Canada. They've produced five half-hour shows for Cable Channel 9 and plan to continue with weekly slots. Wednesday night seminars are open to the public (upcoming: a group of francophone African journalists discussing their views of Quebec). And, as part of a developing early childhood education program, a series of children's books, intended for use in public schools, is to be published. It's noteworthy that these books will not only be getting away from Dick and Jane, but also from children's books revolving around the African experience. As Bayne explains, "Africa is merely an abstraction in the mind of a 5 to 7-year-old child. He needs books on the black Canadian urban experience." Hopton Anderson is writing the series and Leon Llewellyn, a Sir George student, is the illustrator.

The Institute places a great deal of emphasis on public information: telling people about everything from civil rights to immigration procedures to how to deal with their landlords in understandable and attractive ways. They favor extensive use of audio-visual equipment to supplement their well-stocked library, knowing that few people are going to plow through stacks of documents.

Of course someone has to do the plowing and the gathering of material, hence the rightful title of research institute. But it's never research for its own sake; the institute constantly seeks ways to relate the research directly to people's day-to-day needs. A good example of this is the job counselling program. The research may involve questionnaires carefully worked out by Bayne, utilizing his knowledge of statistical survey techniques. Then the research becomes useful when people can go in and get practical tips on what companies are likely to hire blacks. They've had some success in changing some companies' hiring practices, simply by talking to people and enlightening them on possibilities.

One of the effects of the institute's activities as Bayne sees it is to "increase cohesiveness in the black community", in a qualitative way. "There's sufficient fear of discrimination in housing and jobs, of social and political discrimination among the black community in Montreal to create a feeling of helplessness, which is itself a bond," he explains, "but that's a hell of a set of factors on which to build a sense of cohesiveness. We'd like to create more positive factors."

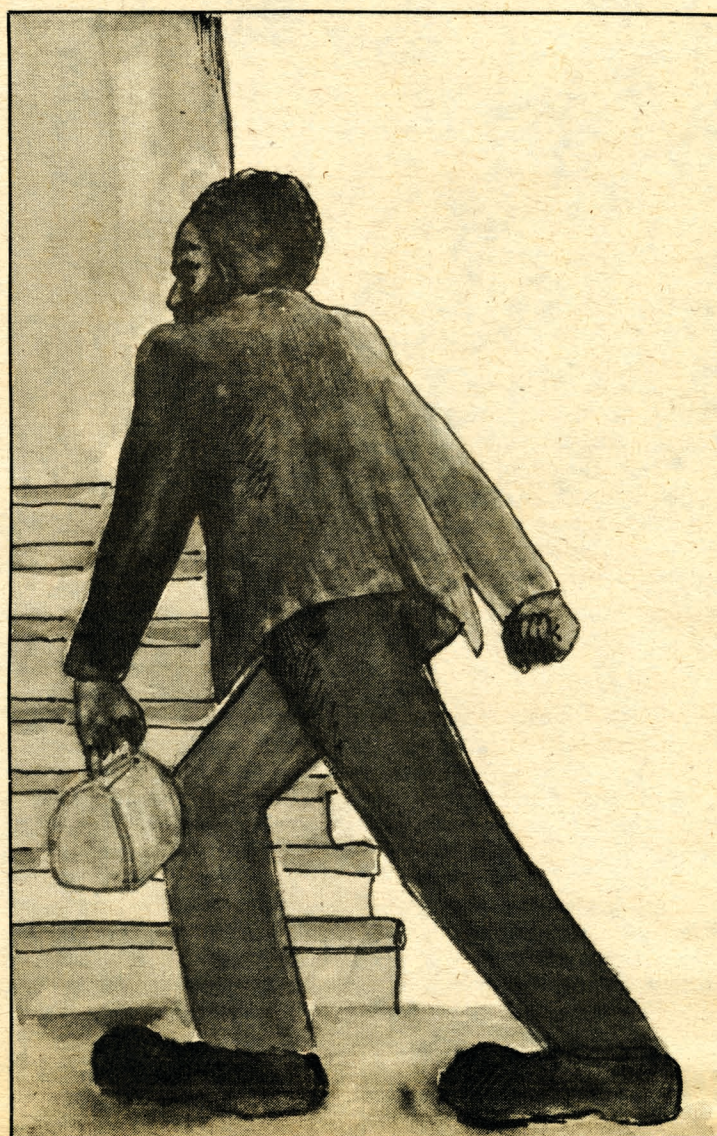
Bayne points out that cohesiveness among Montreal blacks has indeed grown tremendously in the last five years. Other institutions besides his own are either coming into being or being "revitalized". He cites the Negro Community Centre, the Board of Black Educators and projects such as the one in Cote des Neiges as moving in the same direction of positive action.

He attributes the growing sense of community at least in part to the influx of black immi-

grants. As well as adding to the sheer number (by four or five-fold), their diverse ideas have created a healthy tension where action counts more than rhetoric. Many of these immigrants have, as Bayne puts it, "escaped the destructive psychological effects of the Canadian education system and have much more positive concepts of themselves and different assumptions about what goals they can reach in a society. They organize to reach those goals, and if they get bucked along the way, they make noise. Because of immigration policy, they're highly skilled and educated. Either they've come from the U.S. and have learned to fight to survive, or they come from the West Indies with the British philosophy of preparing to run their own country. They make the same assumptions when they come here, initially, long enough to give them that extra drive." And long enough to have their objectives rub off on native black Montrealers who have been "beaten down since elementary school."

Their worries rub off too. "These immigrants are afraid that their children will also be beaten down and destroyed, so there's a tremendous attack on the education system," Bayne explains, "as witnessed by the Board of Black Educators attacking the system directly for reform within it."

Though the institute's LIP grant is good only until the end of September, successful fundraising among the community and businesses means they're looking forward to at least another year of operation.



Leon Llewellyn

Quebec and Black slavery

When the Institute's biggest research program is completed, there should be some fascinating reading to show for it. They've set themselves the task of writing the first history of blacks in Quebec from 1628 to the present.

Cliff Gaston points out the need for such a book. "Books and articles that have been written on blacks in Canada are either out of print or in archives unavailable to the public. We hope to have a thorough and readable book at a price people can afford. One of the least explored areas of Robin Wink's *Blacks in Canada* is Quebec, and besides his book costs \$15."

Gaston and his fellow researchers are currently scouring the countryside for diaries, letters, and even people to interview. And a preliminary trip to various historical societies in the Eastern Townships has uncovered what may be a gold mine of revelations about the extent of slavery in the area. Admittedly, slavery didn't exist to the extent it did in the States or the West Indies, but Gaston finds it "surprisingly widespread" and emphasizes that the important thing is that slave labour was essential to the settlements that used it. Without it, the survival of the settlement would have been difficult, if not impossible.

One such settlement is the town of St. Armand. Records describe one Colonel Luke, an American Loyalist who came to Canada after the American Revolution, and brought slaves along with him. Frequent trips to Albany

to buy more slaves to fell wood and clear the land are documented.

Through conversations with a descendant of Luke's Gaston has been able to substantiate previously discounted rumors of the existence of a slave burying ground at a place frequently referred to in various documents as Nigger Rock. "We found out that the farmer living near the rock had been digging up skeletons up until ten years ago; and we've since found evidence of other burial grounds," Gaston says. The researchers have even been lucky enough to talk with a woman who actually knew one of the slaves, Justice Billings.

With their work more than cut out for them, the researchers are set to forge ahead, hopefully with some financial help from the ethnic histories section of the government's multiculturalism program. Though money is an obstacle, it's not the only one. There's often plenty of material on blacks, all right, but librarians may not be aware of its existence, since material is catalogued according to its importance to the white community.

Both Cliff Gaston and Clarence Bayne are quick to establish that their interest in the wealth of black history isn't merely a look backwards. History is important, in their minds, as a method for finding and understanding all the forces instrumental in shaping the black experience. "That's what we intend to name the book," adds Gaston, "*The Black Experience*."

"We found out that the farmer living near the rock had been digging up skeletons..."

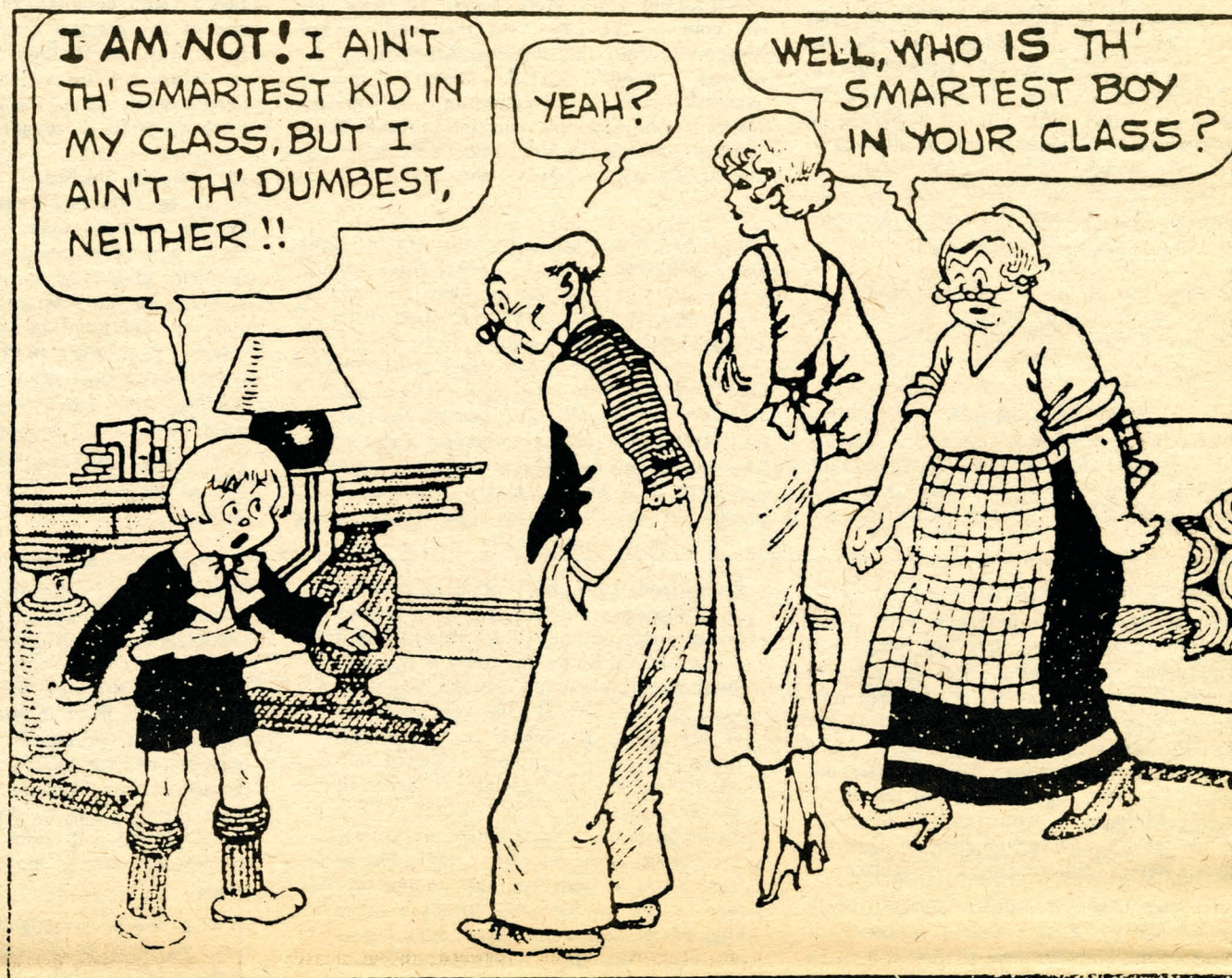


How to teach people without really hurting them

George Marshall

My first recommendation is that we eliminate the grading system completely. The reasons given below are copied from a small paperback entitled: *The Halls of Yearning*. The list reflects my sentiments completely.

If the above recommendation is too drastic then I recommend that we involve students in the evaluation scheme of things and thereby reduce competition between students and promote co-operation and mutual respect for the problems faced by faculty and students. I have been exploring a system which emphasizes the importance of asking the right questions as much as, if not more than, giving answers. A body of material to be learned is assigned by myself or upon recommendations of students (if they don't want to learn the material it is useless to force them) and students formulate questions on the material. A Feedback Committee is set up of students and myself to whom all questions are submitted. Parallel forms of the quiz are made up and all students take Form 1. Those not satisfied with their progress and level of knowledge are allowed to take Form 2 and then Form 3 if they are still not satisfied. Evaluation is then not time bound, it allows students who are slower in some areas to spend more time with that material and go more rapidly in areas with which they have less difficulty and it identifies those students who are more knowledgeable and can help others learn the



Let us summarize the arguments against the grading system:

1. Grades separate teacher from student. They produce coercion, manipulation and various forms of intellectual prostitution.
2. Grades are inaccurate, non-uniform and meaningless.
3. Grades produce a primary focus upon extrinsics and thus detract from the real purposes of education.
4. Grades encourage a mechanical, trivia conscious kind of learning and prevent synoptic, penetrating thinking.
5. Grades stifle creativity and militate mightily toward conformity.
6. Grades do not motivate students effectively; what motivating effects they do have are seldom related to significant learning.
7. Grades prevent self-motivated inquiry and thus kill the only kind of motivation that is relevant to learning.
8. Grades are a most debillitating form of "labelling" which shut countless students to their own potentials as human beings.
9. Grades put learners in competition against each other in a very harmful way. Grading is extremely divisive and makes the spontaneous emergence of learning communities impossible.
10. Grades bring the unpleasantness of an inquisition into learning, stifling the joy and ecstasy of education.
11. Grades generate an enormous underworld of cheating.
12. Grades produce an atmosphere permeated with dishonesty and fear.
13. Grades do not, as is claimed, prepare people for life in any worthy, sensible manner.
14. Grades are not necessary for certification and employment qualification.
15. Grades are incompatible with the ideal purposes of teaching and are therefore challenging on grounds of academic freedom.

material. All of this is predicated upon the assumption that students wish to learn. This, of course, is not always the case, a fact often hidden by the present system of required grades and competition for grades. The student under the present system is motivated to get good grades but not to get involved and learn.

The evaluation system is related to philosophy of education and what we consider to be the responsibilities of the University. Basically, one philosophy strongly adhered to in our culture is that adults know, the young do not know and they must learn what we know and we know what they need to know. The other is that essentially the knowledge and the energy to explore is already within the individual, no matter how young, and that it must be brought forth and allowed to grow by providing the proper matrix for its blossoming. The first philosophy allows for the design of more concrete programmes through which all students are programmed and students are pushed and prodded, carrot and stick style. Some go along with it, others fake it, it's not too hard, and others rebel. The first tries to make the water of the stream go faster by trying to push the water while the latter tries to take the rocks out of the stream bed so the water can naturally flow better. The latter depends upon involvement and some knowledge of who you are and where you wish to expend your energies. It enlarges the responsibility of the University to not only teach content but also dynamic systems of knowing and self knowing and have on staff people who are as much a source of inspiration as information. I do not believe we can have one unified evaluation system for all bodies of knowledge. A course in Statistical Methods and a course in Self Awareness are impossible to evaluate using the same procedures. It simply makes no sense. For example, in a course I teach entitled Self Awareness many students were quite convinced that the course would consist entirely of reading in psychology, lectures by me and,

in general, the study of other people's self awareness and self esteem as studied by psychologists. It came as quite a self-shaking surprise that I wanted them to study their own individual selves. How does one evaluate the educational impact of a course in self awareness using traditional University examination methods for determining a grade? I frankly admit I am sometimes completely stumped by the problem. It would be much easier to teach content and examine on it, but I feel that would be a massive cop out on my part and lead to a far less effective course.

A third recommendation would be to have a folder on each student to which he can add any product or record of involvements, directions, interests, explorations as well as courses taken. We could place the information on microfilms, and staff presently used for maintenance of the grading system could be used to maintain the Records of Knowledge system.

One principle conflict is that we are here to teach certain subject content in order that the student will be a different product when he leaves than when he entered, clearly packaged and labeled; B.A. Business Administration, B.S. Chemistry, M.A. Experimental Psychology, to be neatly fitted into the cogs of society, industry, business, graduate school; but even industry is not satisfied with our products.

Buckminster Fuller points out nature is not organized into faculties. We in University must become much less product and subject oriented and much more process and problem oriented in order that we can continue to serve our very important cultural function. Our University is structured around subject and product and not around problems and process. We need time and human energy to create the structure to support the latter.

Whether we like it or not we have the responsibility of teaching students how to be problem solvers, how to rely on their own innovative

"... a system which emphasizes the importance of asking the right questions as much as, if not more than, giving answers."

"One principle conflict is that we are here to teach certain subject content in order that the student will be a different product... but even industry is not satisfied with our products."

continued page six

Candidate continued

In mentioning the need for more government participation in industrial development, Mr. Keaton said that one of the main planks in the NDP platform called for the total nationalization of the oil industry.

For those still smarting from their last phone bill, take heart in Mr. Keaton's response to INSIGHT's query on what to do with Bell Canada: "We'll nationalize it!"

With expressions of disbelief and horror, INSIGHT and Mr. Keaton moved onto other issues. What, INSIGHT asked the NDP candidate, can be done for citizens dislocated by developments in cities? "First of all I believe in the urbanization (nationalization) of all land to create land banks," Mr. Keaton said, "so that people could only lease property. The soil would then belong to society and this would stop land speculation right away."

"With this type of urban bank, we could talk in terms of developing houses on the basis of the actual needs of people living in the various communities."

Cooperative living developments, Mr. Keaton felt, were a tremendously attractive alternative to high rise development which, he said, did nothing more than wipe out the social fabric of a community. The high rise, he said,

discouraged family living and made little allowance for anyone other than single people. Mr. Keaton dismissed the Concordia Development, currently smashing its way through the Milton Park area, just east of McGill, as perhaps suited for a modernistic disaster like Brazilia, Brazil's fledgling capital city, but as blighting the Milton Park area.

"You can get around this sort of problem by allowing for consortium type of developments which would allow more people to come into the core of the city. "As the family fabric moved out into the suburbs, Mr. Keaton explained, fewer and fewer people enjoyed community relationships in the city. There is an apparent correlation between increased high rise concentration, the NDP candidate said, and delinquency and crime.

"So you're encouraging the same sort of thing that's happened in New York," Mr. Keaton said, "and you're going to have an increase in everything that urban alienation brings." Seeing that time was running short, INSIGHT asked the candidate about other issues. Abortion: "We should do away with the laws against abortion. We should also change the succession laws in the country whereby women who want babies can have them without losing them (to agencies)". Day care, the candidate said, should be established so that women could

both work and raise children. "No woman wants an abortion," Mr. Keaton said, "and along with that there should be concerted effort to disseminate birth control and family planning information."

On drugs: "We should legalize marijuana with state control to do away with some of the shady stuff. We should come down hard on other kinds of drugs, especially through national education campaigns. Of course this is tied in with employment opportunities because one of the greatest reasons for youth looking for a way out through drugs is that they saw no future for themselves. But until we have people goals youth will continue in what I think is a pretty meaningless activity."

Mr. Keaton finished up saying that he wanted to go to Ottawa because that's where he felt the big decisions were being made. "But to be very blunt, I'm interested in working on the problems in housing, unemployment and the cost of living for the other two thirds of Westmount. I'm not interested in the top third of Westmount. They don't need anyone to help them - they've got their money, they've got the power, they've got the politicians and I don't need them."

Bob Keaton lectures at Dawson and will resume his urban politics course next semester at Sir George.

"I believe in the urbanization of all land to create land banks."

Teaching continued

intelligence, how to get in touch with themselves, how to learn who they are, what they are interested in exploring, how to perceive a problem in order to explore it and then how to go about gathering information and knowledge that relates to those problems. The teaching of content either without reference to the sharp focusing function of problems commonly explored or with artificial problems posed by faculty and meaningless to students is largely a waste of time and quickly forgotten.

We find then that we somehow have to teach young people by being models ourselves of explorers of the Universe and of what it is to be and become an intellectually curious and concerned human. We now border on the very muddy area of teaching something that can only be vaguely defined as life know-how. It is not that we stop teaching content but that we have in addition the responsibility of teaching many of the things that have traditionally been the domain of the home and family. They are no more. There are the skills related to how to apply knowledge in the right way, a way beneficial for self and others. A student of mine wrote the following:

i discover the necessity of this progress in the everyday decisions i have to make in my own life. whether to stay home or go

with friends to a party. whether to write or to meditate. whether to borrow money or refuse to. whether to go where i like it or stay where i have the most positive-at-the-moment interaction. whether to go forward to college or take the total insecurity of writing for \$. whether to talk to this woman or leave my desire unacted out. whether my desire to eat now is escape or hunger.

the methods we learn at school and college are rarely even remotely applicable to these kinds of decisions, and yet life consists in 99% of that kind! (that's also the kind of decision scientists & technologists go thru when they decide to publicize, apply or suppress, or make available a discovery, or work with the government: H-bomb & cet). & not of the kind for which we have acquired laborious methods and elaborate criteria & checking mechanisms. And even there, the expanded intellect can only go so far. A skill, which is not itself intellect, but which makes use of intellect in the right way, is necessary even there (to apply these methods, the expanded intellect, properly).

Summary Recommendations:

1. That we reduce competition and promote cooperation and a mutual respect for the prob-

lems faced by faculty and students by designing systems of evaluation in which the student participates as much as the professor.

2. That we promote ways in which professors and students from different faculties can work together on problems in order to provide opportunities for faculty to learn from students (students from students, as well as students from faculty), and to support dynamic processes of growth and communication and decrease the present strong emphasis on content and product.

3. That we give recognition to the important task we face of providing opportunities for students to learn who they are and where they wish to expend their energies. This does not mean a laissez-faire nowork do what you want approach at all. This approach will require very carefully designed structures promoting self-discipline and requires more work, not less. The first year of University should consist of manifested opportunities in this area. Students are often apathetic because they simply do not know where they wish to explore having been given little opportunity in the past.

4. That we search for ways to loosen up the very strict time-space system into which courses are presently locked. The computer should help us here.

"This does not mean a laissez-faire no work do what you want approach at all."

STUDENT INFORMATION

STAFF

Athletics

Mr. Paul Arsenault's administrative duties have been assumed by A.D. Insleay, with the operational program responsibilities delegated to the staff. Mr. Bob Phillips replaces Mr. Arsenault as Varsity Hockey Coach. There are no plans to hire a Director of Athletics immediately, but consideration will be given to this matter in December.

The Athletic program will continue its emphasis on expansion of the Intramural Program with an increased utilization of the Birks Hall facility.

Dean of Students

Miss Rhona Rosenberg has been appointed to replace Mr. Cecil Marshall who has left the university to continue his graduate program. Her prime focus will be administration of the Quebec Post-Graduate Scholarship Program, working with the University Council on Student Life Clubs and on certain animation projects.

BUDGETS

All budgets of the administrative units have been approved by the Board of Governors, on the recommendation of the University Council on Student Life, and a final review

will take place once enrollment figures are known.

The budgets for the majority of U.C.S.L. Clubs and Activities have been submitted and are under consideration. These are the programs for which the Day Students' Association granted U.C.S.L. \$3.00 per student for 1972-73.

As directed by U.C.S.L., the two day student policy groups (one for clubs and one for Radio and T.V.) are in the process of holding their first meetings. The Black Students' Union have requested separate consideration.

Any budgetary inquiries should be directed to Miss Richardson (5984).

FACILITIES

U.C.S.L. Clubs Area

Any inquiries should be directed to Jack Hopkins at 5982 or Miss Rhona Rosenberg at 2840.

OVERSEAS STUDENT ORIENTATION

The two major groups, the Chinese Georgians and the Black Students' Union participate actively in this program. Since close to 100 students are coming from Hong Kong this year, the Chinese Georgians are in for a busy fall.

Every entering student is being interviewed by Miss Richardson with a focus on housing, finances and immigration in order to avert later difficulties.

HOUSING

The fall Housing Registry has been completed and is available in H-405. *Inquiries should be directed to Mrs. Mary Glowacki (879-5981).*

Students should be cautioned to have leases checked by our Legal Aid Service prior to signing any agreement.

SPECIAL PROGRAMS

A meeting of the Day Students' Association Program Committee, M. Sheldon and K. Battersby and this office has been held for the purpose of sharing information on student programs for 1972-73. It is hoped that this ad hoc consultation can be maintained through the year in order to avoid overlapping. The possibility of joint ventures will also be explored.

UNIVERSITY COUNCIL ON STUDENT LIFE

Approval has been received for a change in membership of U.C.S.L. which gives students parity on the Council. The membership numbers will now be ten students, three student services staff, one governor and six faculty members.

The Chairman of the Council for 1972-73 is Dr. S. Scheinberg and the Secretary is

Assistant Dean of Students, J. Hopkins. Dr. June Chaikelson has accepted chairmanship of the Budget and Planning Committee of U.C.S.L.

Some immediate items of importance to appear before the Council will be the following:

1. Improvement of the Birks Hall facility for intramural and physical education programs.

2. Approval of U.C.S.L. Clubs' budgets as received from the Budget and Planning Committee.

3. Receive a report on the 1972 Graduating Class activities and initiate the 1973 Executive.

4. Consideration of a proposal to hold a student life awards program at the end of the 1973 academic year.

5. Report from the sub-committee on Recognition Awards in student life and consideration of a year-end awards program.

6. Establish procedures to award the \$10,000. for university projects initiated by students. (Outline sheet available from J. Hopkins.)

CHAPLAINS

Through reassignment, we lost a number of our Chaplains last year but all have been replaced for 1972-73. They are Don Carver, Stephen Hayes, Rabbi Kops, Joe Macaluso, Wayne Quirk, Matti Terho.

Loyola-SGWU Merger

The attached document, "A Model for the New University", has been received by the Board of Governors of Sir George Williams University and the Board of Trustees of Loyola College from the Joint Committee of the two Boards charged with negotiating a proposed plan for the new University. The Boards now present it to the two communities for consideration; they hope that it will be widely reviewed and discussed. They welcome the views of members of the communities during the coming weeks, so that they can approve a final version by the middle of October. Individuals or groups who wish to present their views should send these in writing to the Secretary of the respective Board.

Rev. Stanley Drummond, S.J.,
Chairman, Board of Trustees,
Loyola College.

C.A. Duff
Chairman, Board of Governors,
Sir George Williams University.

September 21, 1972

Statement by the Joint Committee

The attached document, A Model for the New University, has been submitted to the Board of Governors of Sir George Williams University and the Board of Trustees of Loyola College by the Joint Committee of representatives of the two Boards which was charged with negotiating an agreement. The Joint Committee sees it as proposing a sound and desirable structure for the new University.

In recommending this model, the Joint Committee is aware that there will be aspects which may fall short of the wishes of one or other community, or of groups within that community. But the proposed structure is the result of long and informed negotiation and comprises the most satisfactory overall arrangement likely to prove mutually acceptable. It provides, the Joint Committee believes, a good foundation for the new University, while allowing for the Board and Senate of that University to make any changes required in the light of future experience. And it feels that a new University designed along these lines will be fully capable of responding to the needs of Quebec in the years ahead.

In the next few months many groups within the two institutions will be charged with developing the detailed arrangements required to turn the approved model into a working reality. They will base their discussions, as has the Joint Committee, on the 11-point Guidelines established by the Boards last March. Discussions will be opened shortly with the Department of Education regarding both the place of the new University within the Quebec university system and the required financial arrangements. And it is hoped that the formal agreement establishing a new University, enjoying the support of the Government, will be signed in the reasonably near future.

September 21, 1972

Rev. S. Drummond, S.J.
C.A. Duff
Co-Chairmen of the Joint Committee

A Model for the New University

I Introduction

In keeping with the guidelines approved last March by the Board of Governors of Sir George Williams University and the Board of Trustees of Loyola College, the model the Joint Committee proposes is designed to preserve the educational traditions of both institutions that prove academically valuable while creating a financially viable member of the Quebec university system. The Joint Committee believes that it will offer excellent opportunities for imaginative development, and thereby serve not only the large present student clientele of the two present institutions, day and evening, but also the future needs in higher education of English-speaking people of Quebec.

II The New University

The new University will be established under the existing university charter on the two present campuses. It will take its place as a member of the Quebec university system and participate in the ongoing evolution of that system.

III The Board of Governors

The Board of Governors will have 35 members, and be formed initially as follows:

1) The Chancellor; the Rector; the Vice-Rector, Academic; the Vice-Rector, Administration and Finance; the President of the Graduate Students Association - 5 members

2) Eight members who shall be nominated by the Nominating Committee of the Board from the community at large; four members of the faculty who shall be nominated by University Council; one member who shall be nominated by the Board of Directors of the Association of Alumni; the President of the Day Students Association; the President of the Evening Students Association - all from Sir George Williams University - 15 members.

3) Eight members from the community at large who shall be nominated as the Board of Trustees may direct; four members of the faculty who shall be nominated as the Board of Trustees of Loyola may direct; one alumnus; two students - all from Loyola College - 15 members.

There will be no designated YMCA or Jesuit members of the Board, but consideration will be given to these groups in the nominating of members at large and of the representatives of the Loyola faculty.

Once the new Board has been established as above, nominations of the members from the community at large will be the responsibility of the Nominating Committee of the Board; procedures for the nomination of the faculty representatives will be the responsibility of the Senate; the Alumni and student representatives will be nominated by the Alumni and student organizations as they exist at the time such nominations are required.

IV The Chief Executive Officer

The Chief Executive Officer of the new University will be the Rector.

V The Faculties

The new University will have five faculties. There will be two University Faculties, Commerce and Administration, and Engineering; two Sir George Williams Faculties, Arts and Science; and a Faculty of Loyola College. Each Faculty will have its Faculty Council, chaired by the Dean.

The Sir George Williams Faculties of Arts and of Science will provide major and honours undergraduate programs, graduate programs, and an appropriate range of interdisciplinary programs.

The Faculty of Loyola College will provide undergraduate education in Arts and Science disciplines together with an appropriate range of interdisciplinary programs. The Arts departments will offer both honours and major programs; the Science departments will offer major programs. Should Science students in the Faculty of Loyola College wish to proceed to honours in a Science discipline, the two Faculties concerned will make the appropriate arrangements. Similarly, as circumstances permit, arrangements will be made for participation by interested and qualified Loyola faculty members in honours programs offered by the Sir George Williams Faculty of Science.

The University Faculties of Commerce and Administration, and Engineering will provide necessary components for both departmental and interdisciplinary programs.

The full-time teaching faculty of the University Faculty of Engineering will be composed of the present full-time teaching faculty of the two institutions. The University Faculty may offer courses on both campuses where appropriate in response to student needs. In 1973-74 all Engineering students will be enrolled in the programs of the University Faculty. Representatives of the two existing Faculties of Engineering will meet as soon as possible to develop recommendations for the inauguration, organization and operation of the University Faculty of Engineering.

The full-time teaching faculty of the University Faculty of Commerce and Administration will be composed of the full-time faculty of the two institutions. Students now enrolled in a Commerce program on either campus will be allowed a reasonable period in which to complete their degree in the program, and on the campus, in which they are enrolled. Further, the Commerce programs now given on the Sir George Williams and Loyola campuses will be maintained through 1974-75.

Representatives of the two existing Faculties of Commerce will meet as soon as possible to develop recommendations for the inauguration, organization and operation of the University Faculty of Commerce and Administration. In 1974-75, the Council of the University Facul-

ty will establish a committee to review all existing Commerce programs; it will report through the Council to Senate, making whatever recommendations it judges appropriate regarding the future programs of the University Faculty.

The University Faculty of Commerce and Administration will offer programs and courses on both campuses where appropriate in response to student needs.

Both present institutions have a tradition of providing inter-Faculty service courses. Inter-Faculty cooperation in the offering of existing programs and in the development of new programs will be maintained in the new University.

Each of the five Faculties will be responsible for both its day and its evening programs, subject to the authority of Senate.

VI Organization of Graduate Studies

While the present organization of graduate studies at Sir George Williams will be maintained as a University function, the Dean of Loyola College and a member of the Loyola College faculty will be added to the present Board of Graduate Studies. This body will then constitute the University Board of Graduate Studies. Arrangements will be made for the participation of qualified faculty and departments at Loyola in the conduct of existing graduate programs and the development of new programs.

VII Degrees and Diplomas

The new University will offer the following degrees and diplomas:

The Faculty of Loyola College
Arts: B.A. (Honours, major and interdisciplinary)
Science: B.Sc. (Major and interdisciplinary)

The Sir George Williams Faculties of Arts and Science
Arts: B.A. (Honours, major and interdisciplinary); B.F.A.; M.A.; M.F.A.; Ph.D.; graduate diplomas.
Science: B.Sc. (Honours, major and interdisciplinary); M.Sc.; M.T.M.; Ph.D.

The University Faculties of Commerce and Administration, and Engineering
Commerce and Administration: B.Com.; M.B.A.; D.B.A.
Engineering: B.Eng.; M.Eng.; D.Eng.; B.Comp.Sc.; M.Comp.Sc.

VIII The Senate

The composition of the Senate takes into account the fact that, besides the Faculties specifically designated Loyola or Sir George Williams, there will be two University Faculties composed of professors and students from the two institutions.

The Rector - Chairman
The Vice-Rector, Academic
2 Associate Vice-Rectors, Academic
The SGW Dean of Arts
The SGW Dean of Science
The Dean of the Faculty of Loyola College
The Dean of Commerce and Administration

Reports

The Dean of Engineering
The Dean of Graduate Studies
6 professors from the SGW Faculty of Arts
3 professors from the SGW Faculty of Science
8 professors from the Faculty of Loyola College
4 professors from the University Faculty of Commerce and Administration (In the first term of appointment one of these will be a present member of the Loyola Faculty)
4 professors from the University Faculty of Engineering (In the first term of appointment one of these will be a present member of the Loyola Faculty)
2 day undergraduate students from the SGW Faculty of Arts
1 day undergraduate student from the SGW Faculty of Science
3 day undergraduate students from the Faculty of Loyola College
1 day undergraduate student from the University Faculty of Commerce and Administration
1 day undergraduate student from the University Faculty of Engineering
6 evening undergraduate students (2 each from SGW, Loyola and the University Faculties)
1 graduate student
2 students at large

The following administrators will be non-voting members of Senate: The University Librarian, The University Registrar, The University Dean of Students as well as, initially, the academic administrators whose present titles are: Assistant Vice-Principal, Academic - SGWU, Director of the Evening Division - Loyola.

The voting membership of Senate will consist of 14 from the Faculty of Loyola College; 16 from the SGW Faculties; 20 from the University Faculties or the University administration; 2 students at large.

The composition of the Senate will be reviewed within five years of the establishment of the new University.

IX The Academic Officers

- 1) The senior officer will be the Vice-Rector, Academic.
- 2) There will be two Associate Vice-Rectors, Academic, each of whom will have University-wide responsibilities.
- 3) Each Faculty will have a Dean as its senior officer. There will also be a Dean of Graduate Studies.

X Faculty Councils

- 1) There will be no change in the composition of the Faculty Councils of SGW Faculties of Arts and Science.
- 2) The composition of the Council of the University Faculty of Commerce and Administration will be as follows:
The Dean, as Chairman;
The Rector;
The Vice-Rector, Academic, or his delegate;
The Assistant Deans;
The Chairmen of the Department of Accountancy, Finance, Business Administration, Marketing, and Quantitative Methods;
- 5 "A" Councillors - one elected by and from former SGW members of each Department, for a two year term;
- 5 "B" Councillors - elected by and from former SGW members of the Faculty, two by the Professors and Associate Professors from among their number, and three Assistant Professors by the Assistant Professors and full-time Lecturers, for a three year term;
- 7 Councillors elected by and from the former Loyola members of the Faculty, for a two year term;

1 representative from the Economics Department of the SGW Faculty of Arts, appointed by the Chairman of the Department;

1 representative from the Economics Department of the Faculty of Loyola College, appointed by the Chairman of the Department;

- 2 Day students, 2 Evening students, 2 Graduate students, all from SGW;
- 2 Day students, 2 Evening students, all from Loyola.

The following administrators will be non-voting members: The University Librarian, or his delegate, The University Registrar, or his delegate.

Elected members serving on the SGW Council at the time the Council of the University Faculty of Commerce and Administration is established, will complete their terms of office as members of the new Council.

The Council will consider its composition and recommend thereon to Senate in March, 1975.

- 3) The composition of the Council of the University Faculty of Engineering will be the same as that of the existing SGW Faculty Council. However, until the end of 1974-75 that Council will be enlarged as follows:

- a) present Loyola faculty who become members of the University Faculty of Engineering will elect two representatives;

- b) the student membership of the Council will be enlarged to provide representation to the students completing their studies under the present Loyola curriculum in Engineering in proportion to their membership in the student body of the University Faculty.

- 4) The structure of the Council of the Faculty of Loyola College will be analogous to that of the other Faculty Councils of the new University.

XI The Non-Academic Administrative Structure

The non-academic administrative structure will be based on the concept of total integration, with each service or functional unit having such senior and support staff on either or both campuses as may be appropriate.

XII Present Studies

Present students of each institution will be guaranteed during a reasonable period on their own campus a course of study for the degree for which they are now enrolled. This would not preclude their taking advantage of the additional opportunities that the unification of the two institutions will open up to them.

All degrees now awarded by Sir George Williams University or by the Université de Montréal for Loyola College will be awarded by the new University.

XIII Conclusion

The Joint Committee believes that the model proposed will create a dynamic institution, enabling changes to be carried through expeditiously and efficiently. Such changes may arise from operational requirements or they may reflect an increasing measure of coordinated development. For instance, the model allows the implementation, should this prove desirable, of department consolidation in Arts or Science on one or other campus, while ensuring that academic services that are judged essential are maintained on both campuses. At the same time, this model offers a solid structure within which the detailed organization of the new University can now proceed.

September 19, 1972

Joint Committee

Ombudsman's Annual Report

**First Annual Report
Ombudsman Office
Sir George Williams University**

*Prepared by the Office of the Ombudsman
July 1972*

Introduction

The University regulations relating to the Ombudsman Office specify that:

"The Ombudsman shall issue a report annually to the University in such a way as to indicate the nature and extent of their operations, while protecting the anonymity and confidence of any individuals who have applied to them or with whom the Ombudsmen have been in contact regarding particular cases."

We have accordingly prepared this first report, with appendices, and hope that, having read it, the University community will be in a better position to understand the role of the University Ombudsman.

Organization

"It would have been utopic to pretend to be able to fully organize an institution as new and original as the (Ombudsman Office) over-night. ... no

one was in a position to anticipate its needs precisely and even today, after several months of activity, it still does not seem possible to foretell its future accurately."

*(The Public Protector First Annual Report, 1969, Quebec p. 55) **

One aspect peculiar to the first year of operation was that of organizing an office in such a way as to provide maximum service to the community, and simplicity of administration for the three part-time Ombudsmen appointed by the Principal, acting on the advice of a Search committee made up of members of the University community. An office was made available on the third floor at 2145 Mackay, and notices were circulated throughout the University to this effect. A system of rotating distribution of cases was set up and guidelines were established for the maintenance of the record-keeping system.

Most importantly, the right 'front-office' person had to be found who would be the secretary on duty from 1-5 p.m. We re-

** We have found that many of the observations made by the Québec Ombudsman (Public Protector) in his First Annual Report reflected appropriately our own experience.*

quired someone reliable (because of the confidentiality requirement), independent (working in a generally unsupervised way), efficient (having to pull together data received in an erratic manner from three independently busy individuals) and empathetic, for it was the Secretary who conducted many of the initial interviews with complainants. If the problem was clearly not an Ombudsman matter, she pointed this out (possibly after conferring with one of the Ombudsmen) and, wherever possible, directed the complainant to the right channels. Problems of this type included academic re-evaluation for which procedures are described in the University Regulations, and questions about financial aid.

Other inquiries were not clear-cut, being of a diffuse non-personal nature (e.g. a student complaining about the practice in the crowded study rooms of places being saved by students who are absent for hours at a time). The Secretary would discuss such a matter with an available Ombudsman and might be directed to make an initial exploration of the problem, asking simply for information as to the policy in effect. This proved a useful device as in many instances the solution to the problem was close at hand and was implemented by the administrator as a result of the request for information, without an Ombudsman becoming formally involved.

Performance

"The Ombudsman exists first and foremost for the protection of the people...." (Ib. p. 37)

"The Public Protector is not an arbitrator or a judge appointed to decide controversial claims; he is not a lawyer whose duty is to protect his client's interests and support his claims within a procedural framework of an adversary system...." (Ib. p. 36)

"... the Public Protector is not the complainant's representative or advocate, in the technical sense of the term. He is there to strive to reduce errors, excesses and injustices which may occur in the administrative process. He is not, nor should he be considered, an opponent of the administrators; on the contrary, it is his duty to clarify and defend the administration's positions when they seem justified. To a large extent, efficient action on his part depends on the cooperation of government officers both in establishing facts and in seeking appropriate remedies In every case, the (Ombudsman's) action must be based on certain general principles and not be exclusively inspired by pity, com-

Reports

passion, charity or the mere wish to satisfy. His judgement and recommendations must take into account the law-maker's policies and the requirements of a healthy and efficient administration." (Ib. pp. 38, 39)

The majority of cases which proceeded formally to an Ombudsman were those in which the complainant had followed the obvious appeal procedures and was not satisfied with the results. In these cases the Ombudsman checked back through the various stages followed and interviewed the parties involved, clarifying the issue in his own mind - for obviously the complainant might have presented a biased view of the case. This turned out to be a delicate task in some instances when simple requests for information concerning a specific case were misunderstood as criticism by the Ombudsman of some practice or policy. There were four possible outcomes of such an investigation.

(a) *There were those cases in which the complaint seemed justified and a resolution seemed possible.* In such cases the Ombudsman played, to a limited extent, the role of mediator. He searched for resolutions acceptable to both parties and made recommendations accordingly, or he arranged to bring the involved parties together - in two instances in the presence of a member of the Personnel Department. The role of mediator may take a great deal of time (at least 150 hours in one case). Only a small number of cases reached this stage. (See Appendix I) In no case did the Office feel that its recommendations were totally ignored; in two cases its recommendations

were not carried out as fully as they might have been.

(b) *There were the cases in which the Office concluded that while the complaint seemed justified no very 'useful' action could be taken for the complainant, save to urge against the recurrence of a similar incident.* (Cases falling into this category involved a breach of confidentiality, and an unofficial offer of a summer job which could not be confirmed since the job had been given to another student).

(c) *There were the cases in which the Ombudsmen held that the complaint was not justified* - the individual had been fairly treated according to reasonable regulations. The Ombudsman's function here was to try to persuade the complainant that he had been fairly dealt with: he tried to "clarify and defend the administration's positions", or suggested a meeting between the aggrieved and the appropriate administrator.

(d) *Finally, the Ombudsman might have encountered a regulation or policy which seemed questionable in itself, yet which had been applied impartially to the complainant.* The Ombudsman would then have to dismiss the case, but would possibly return to the matter of policy at another time, to make recommendations of a broader nature, urging reconsideration of the policy in question. This latter action has not been undertaken by the Office to date, and if it were would hopefully be carried out in the manner enunciated by the Public Protector: "...He should not question policies, but rather attempt to show the unjust and undesirable consequences of their application." (Ib. p. 38) In some such instances, the absence of policy or of suf-

ficiently refined policy would be commented upon.

In addition to the cases, justified or not, which were legitimate concerns of the Ombudsman, it frequently happened that the initial interview would establish that a case had indeed been brought prematurely, and was not properly speaking an Ombudsman matter. The complainant had not followed normal channels of appeal: appropriate means of seeking a resolution had not been exhausted. Yet the fact that such a case had come to the Ombudsman Office usually meant that the complainant did not know where or how to register a complaint. A number of such cases were referred to an Ombudsman who saw his role as one of advising, or seeking clarification of University policy and of determining which, if any, were the appropriate channels. He made no formal recommendations, but generally expected to be kept advised of the progress of the case. It is worth noting that none of the cases designated as 'premature' and thus referred elsewhere has (yet) come back to the Office as a full-fledged case.

Conclusion

At this point, we prefer not to make any judgment on the value of the Ombudsman Office, past or future, to the University. Ten months seems simply not time enough. Many questions have arisen in the course of this first year for which there have been no ready answers. It will obviously require more time and experience in order to understand the nature of this operation and what approach should be taken in any particular situation. Given the exigencies of time and pressure arising from our other day-to-day professional responsibilities, we

were not always able to devote as much research and reflection as we would have liked in order to understand a complaint in its full context, but had to limit ourselves to dealing with the particular case, with the intention of making more general recommendations at a later date. We would hope to become more practised in fitting appropriate and feasible solutions to those cases which require our action, and to gain an ever broader understanding of policies and practices throughout the University, in order to serve the entire community better. We hope, too, to convince the University community of two obvious, and at one level, contradictory truths: that the Ombudsman does not meet with requests from those who feel they have been treated wisely and fairly - and that misunderstandings, mistakes and injustices can arise merely because of the size of the University operation.

Basically the Ombudsman's function is to aid the smooth running of the University. A successful Ombudsman Office may tend to appear undramatic, for many of its virtues must be negative. However, it is possible to point to a number of cases in the past year in which the Office was able to satisfy grievances concerning financial position, working conditions and other frustrated expectations. Small gains perhaps, yet as past history has shown, apparently small and local complaints can assume vast proportions. We believe that the use made of the Office has already demonstrated the need for its services. Furthermore, we believe that it is reassuring to many simply to know that an Ombudsman Office exists at Sir George - a safety valve or fire door if needed.

Appendix I

Description of cases

1. P before an entry means premature. The Ombudsman referred the case elsewhere.
R after an entry means recommendations made or significant action taken.
NJ after an entry means complaint not justified.
NA after an entry means no action possible, complaint seemed justified.
2. 'University bodies' include any specific unit within the university structure: Faculties, Academic departments, Accounts office, etc. These are indicated in the list under 'B' Complaints Against a University Body.
3. A distinction has been made between complaints against policy or lack of it as such, and complaints against the application of policy by an individual or body.

A. Complaints against University Policy

- | | |
|--------------------|---|
| 1. By staff member | re: tuition policy (R) |
| (P) 2. " student | re: receiving "abs" instead of "withd" on record |
| 3. " student | re: pro-tanto credit on admission (NJ) |
| 4. " student | re: pro-tanto credit on admission (NJ) |
| 5. " student | re: space for student activities (NA) |
| 6. " student | re: discontinuation of an Associate Diploma (NA) |
| (P) 7. " student | re: limited number of admissions to an academic program |

B. Complaints against a University Body Department

- | | |
|--------------------------|--|
| (P) 1. By faculty member | re: tenure |
| (P) 2. " student | re: misleading calendar course description |
| 3. " student | re: misleading calendar course description (R) |
| 4. " student | re: misleading calendar course description (R) |
| 5. " student | re: pro-tanto credit for a course (NJ) |
| (P) 6. " student | re: status in a special program |
| 7. " student | re: summer job offer (NA) |

Accounts

- | | |
|---------------|------------------------------------|
| 1. By student | re: charges for course change (R) |
| 2. " student | re: charges for course change (R) |
| 3. " student | re: charges for course change (R) |
| 4. " student | re: charges for course change (NJ) |
| 5. " student | re: charges for course change (NJ) |

Faculty

- | | |
|-------------------|---|
| (P) 1. By student | re: time-tabling of examinations |
| (P) 2. " student | re: lack of instructor for undergraduate course |

Other

- | | |
|-------------------|---|
| (P) 1. By student | re: complaint against decision of Honours Committee |
|-------------------|---|

- | | |
|--------------|-----------------------|
| 2. " student | re: financial aid (R) |
|--------------|-----------------------|

- | | |
|------------------|--------------------------------------|
| (P) 3. " student | re: election of class representative |
|------------------|--------------------------------------|

C. Complaints against an Administrator

- | | |
|---------------------|--|
| 1. By administrator | re: termination of employment (R) |
| (P) 2. " staff | re: termination of employment |
| 3. " staff | re: job conflict (R) |
| (P) 4. " staff | re: failure to provide letter of reference |
| (P) 5. " student | re: distribution of student newspaper |

D. Complaint against a Member of Staff

- | | |
|---------------|------------------------------------|
| 1. By student | re: breach of confidentiality (NA) |
|---------------|------------------------------------|

E. Complaints against a Member of Faculty

- | | |
|-------------------|----------------|
| (P) 1. By student | re: grade |
| (P) 2. " student | re: grade |
| 3. " student | re: grade (NJ) |

F. Complaint against Student

- | | |
|-------------------|--|
| (P) 1. By student | re: support for a Professor, should there be a complaint against him |
|-------------------|--|

G. Complaint against an Outside Body

- | | |
|---------------|--|
| 1. By student | re: Provincial Government decision on student grant (NA) |
|---------------|--|

Summary of Cases

Inquiries handled by Ombudsman Secretary	8		
Cases referred to Ombudsman:			
(i) cases where Recommendations were made	9	(iii) cases in which complaint was Not Justified	6
(ii) cases where No Action taken	5	(iv) Premature cases	15
		Total	43

There is no estimate available of the number of telephone or personal inquiries made to the Office which were immediately referred to another office (e.g. problems properly referred to regular appeal procedures.)

The above Report is complete except for additional Appendices giving various breakdowns for kinds of cases. Copies of the complete Report are available at the Ombudsman Office.

Rosemary Arthur Mary Brian John Harrison

Reports

Financial Statements May 31, 1972

SIR GEORGE WILLIAMS UNIVERSITY BALANCE SHEET AS AT MAY 31, 1972 (with comparative figures for 1971) (Note 1)

ASSETS			LIABILITIES		
OPERATING FUND					
	1972	1971		1972	1971
Cash	\$ 184,258	\$ 605,966	Bank Loan	\$ 1,600,000	\$ 1,925,000
Accounts receivable	995,889	819,329	Accounts payable and accrued liabilities	880,486	1,050,121
Due from Province of Quebec	1,836,143	1,562,000	Unearned tuition fees	739,937	493,524
Inventories at the lower of cost and net realizable value	245,968	243,533	Due to Restricted Funds	677,138	515,342
Prepaid expenses and deferred charges	169,196	177,722	Operating deficit	(395,097)	(409,169)
Due from Capital Fund	71,010	166,268			
	<u>\$ 3,502,464</u>	<u>\$ 3,574,818</u>		<u>\$ 3,502,464</u>	<u>\$ 3,574,818</u>
CAPITAL FUND					
Marketable securities at cost (market value 1972 \$392,132)	\$ 477,383	\$ -	Bank Loan	\$ 1,700,000	\$ 1,345,000
Insurance claims	-	156,080	Accounts payable and accrued liabilities	63,893	24,366
Land, buildings, equipment and improvements, at cost (Note 2)	32,743,230	32,110,674	Due to Operating Fund	71,010	166,268
	<u>\$33,220,613</u>	<u>\$32,266,754</u>	First mortgage bonds (Note 1)	1,745,000	1,880,000
			University equity	29,640,710	28,851,120
				<u>\$33,220,613</u>	<u>\$32,266,754</u>
RESTRICTED FUNDS					
Marketable securities at cost (market value 1972 \$544,260 - 1971 \$547,139)	547,488	\$ 551,943	Accounts payable and accrued liabilities	\$ 24,845	\$ -
Accounts receivable (Note 3)	225,635	-	Faculty and Department Funds	128,803	69,305
Due from Operating Fund	677,138	515,342	Scholarships and Bursaries	151,516	129,396
			Unexpended research grants (Note 3)	538,741	258,195
			Real estate purchase	504,500	504,500
			General University purposes	101,856	105,889
	<u>\$ 1,450,261</u>	<u>\$ 1,067,285</u>		<u>\$ 1,450,261</u>	<u>\$ 1,067,285</u>

SIR GEORGE WILLIAMS UNIVERSITY

STATEMENT OF OPERATING DEFICIT FOR THE YEAR ENDED MAY 31, 1972 (with comparative figures for 1971)

	1972	1971
Balance, June 1	\$ 409,169	\$ 273,101
Excess of (revenue over expense), expense over revenue, for the year	(14,072)	136,068
Balance, May 31	<u>\$ 395,097</u>	<u>\$ 409,169</u>

STATEMENT OF UNIVERSITY EQUITY FOR THE YEAR ENDED MAY 31, 1972 (with comparative figures for 1971)

	1972	1971
Balance, June 1	\$28,851,120	\$28,265,200
Add: Provincial government capital grants	135,000	110,000
University building fund campaign receipts	19,477	30,320
University property fund	631,709	518,306
Other	3,404	11,188
	<u>29,640,710</u>	<u>28,935,014</u>
Less: Loss on insurance recovery	-	50,000
Bond discount and other related charges	-	33,894
Balance, May 31	<u>\$29,640,710</u>	<u>\$28,851,120</u>

SIR GEORGE WILLIAMS UNIVERSITY STATEMENT OF REVENUE AND EXPENSE FOR THE YEAR ENDED MAY 31, 1972 (with comparative figures for 1971) (Note 1)

REVENUE			EXPENSE		
	1972	1971		1972	1971
University			University		
Tuition fees	\$ 5,009,020	\$ 5,363,682	Academic	\$ 9,202,077	\$ 8,472,289
Province of Quebec operating grants	10,820,395	8,943,136	Library	1,401,411	1,366,527
Miscellaneous fees	521,926	484,637	Registrar	456,545	432,877
Interest	16,347	18,796	Computer centre	615,482	608,819
Donations	2,715	2,259		<u>11,675,515</u>	<u>10,880,512</u>
Other	165,706	121,290	Administration	1,236,023	1,030,077
	<u>16,536,109</u>	<u>14,933,800</u>	Interest	245,822	163,493
Scholarships	27,465	35,545	Operational services	2,806,521	2,436,318
Assisted research grants	613,156	438,365	Student services	541,874	565,159
				<u>16,505,755</u>	<u>15,075,559</u>
Total university and research revenue	<u>17,176,730</u>	<u>15,407,710</u>	Scholarships	27,465	35,545
			Assisted research	613,156	438,365
				<u>17,146,376</u>	<u>15,549,469</u>
Schools			Total university and research expense		
Tuition fees	349,958	383,419	Schools		
Donations	-	6,600	Academic and administration	358,906	390,480
	<u>349,958</u>	<u>390,019</u>			
Auxiliary Services			Auxiliary Services		
Bookstore	675,106	661,507	Bookstore	678,293	680,887
Food service	591,478	658,677	Food service	623,277	650,607
Printing and reproduction services	310,745	232,926	Printing and reproduction services	283,093	215,464
	<u>1,577,329</u>	<u>1,553,110</u>		<u>1,584,663</u>	<u>1,546,958</u>
Total Revenue	<u>\$19,104,017</u>	<u>\$17,350,839</u>	Total Expense	<u>19,089,945</u>	<u>17,486,907</u>
			Excess of revenue over expense (expense over revenue) for the year	<u>14,072</u>	<u>(136,068)</u>
				<u>\$19,104,017</u>	<u>\$17,350,839</u>

SIR GEORGE WILLIAMS UNIVERSITY

Auditors' Report

The Board of Governors, Sir George Williams University.

We have examined the balance sheet of Sir George Williams University as at May 31, 1972 and the statements of revenue and expense, operating deficit and university equity for the year then ended. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances. As is the case in most organizations in receipt of funds by donation, verification of such items was impracticable beyond accounting for amounts recorded in the books of the University.

In our opinion these financial statements present fairly the financial position of the University as at May 31, 1972 and the results of its operations for the year then ended in accordance with generally accepted accounting principles applied, except for the change, with which we concur, in accounting for research grants as set forth in Note 3, on a basis consistent with that of the preceding year.

TOUCHE ROSS & CO.,
Chartered Accountants.

Montreal, Que.
September 6, 1972.

NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED MAY 31, 1972

1. FIRST MORTGAGE BONDS

The details of the First Mortgage Bonds are as follows:

	1972	1971
7½% Series 'A' Mortgage bonds to mature at \$110,000 per annum until October 15, 1978	\$ 770,000	\$ 880,000
9½% Series 'B' Mortgage bonds to mature at \$25,000 per annum in each of the years 1972-1977, inclusive and \$825,000 on July 15, 1978	975,000	1,000,000
	<u>\$ 1,745,000</u>	<u>\$ 1,880,000</u>

These bonds are secured by a first charge on the Henry F. Hall building and contents and are to be repaid out of monies voted annually by the legislature of the Province of Quebec.

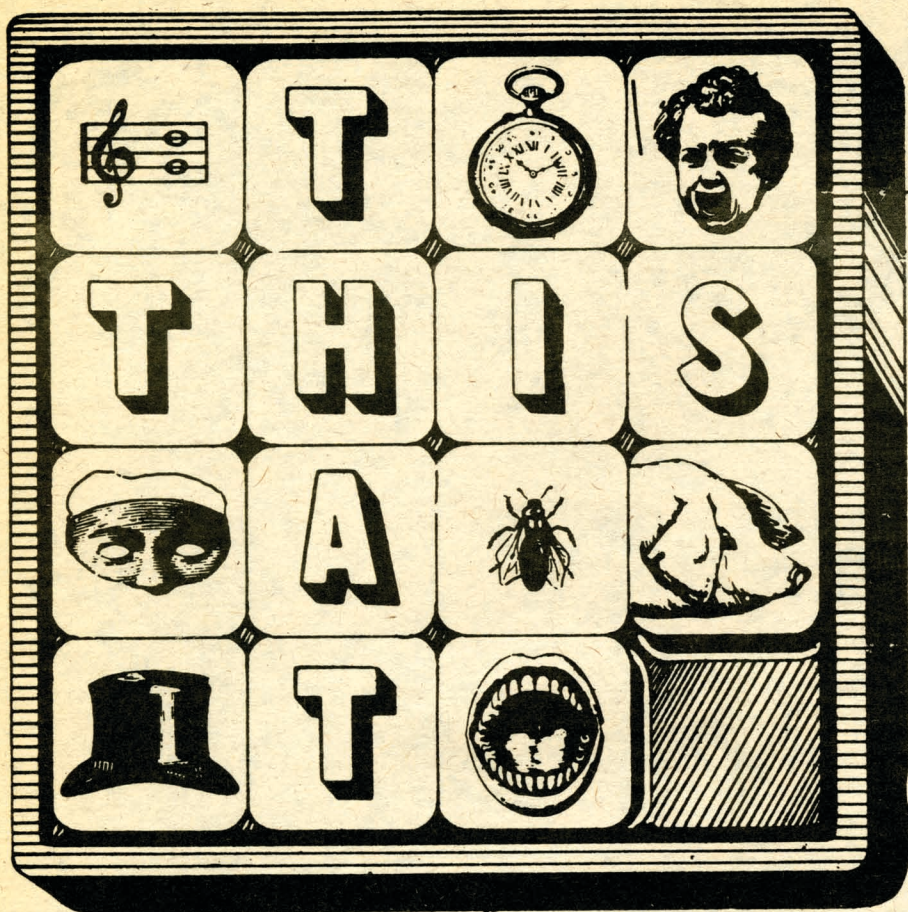
2. LAND, BUILDINGS, EQUIPMENT AND IMPROVEMENTS

The detail of fixed assets is as follows:

	1972	1971
Land	\$ 4,942,851	\$ 4,878,145
Buildings	19,601,023	19,497,777
Furniture and equipment	7,099,249	6,701,406
Leasehold improvements	709,625	622,776
Property renovations	390,482	410,570
	<u>\$32,743,230</u>	<u>\$32,110,674</u>

No depreciation has been provided in the accounts for the year ended May 31, 1972. Included in fixed assets are properties having an approximate cost at May 31, 1972 of \$1,000,000 acquire for future expansion of the University and currently not used for University purposes.

3. For the year ended May 31, 1972, the University changed the basis of accounting for research grants from a cash basis to an accrual basis. This had the effect of increasing accounts receivable and the liability for unexpended research grants by \$225,635 respectively.



Cineastical conclusions

Who are the most promising student filmmakers in the country?

The answer will be known this week when fifty-eight selected films from campuses across Canada are judged in the Fourth Canadian Student Film Festival at Sir George Williams University September 20 to 24.

Famous Players is offering \$10,000 in prizes and the Conservatory has assembled a distinguished jury for the occasion.



Headed by Henri Langlois and Norman McLaren, the jury includes André Guérin, president of Quebec's Cinema Supervisory Board; Guy Joussemet, head of Radio-Canada's cinema department; Rena Kravagna, head of CBC's Toronto film department; Marcel Martin, French film critic and director of *Ecran 72*; Tom Shandel, Vancouver filmmaker; and Jean-Pierre Tadros, film critic with *Le Devoir*.

The fifty-eight films were selected from more than two hundred entries, twice as many as were received last year. These fall into three categories: documentary (17 finalists), scenario (21), and animation (20). There are films from high school students and entries from Canadians studying in the U.S. and England.

The \$10,000 prize money will be divided among scenario, animation and documentary categories in 16mm, 35mm or Super 8 format. Best overall entry will receive the Norman McLaren Award and \$1,500.

Public screenings take place in the Hall Building, de Maisonneuve and Bishop, at 8 p.m. Winning films will be announced and shown again on Sunday, September 24 at 7 and 9 p.m.

Governors report

The Board of Governors met Sept 14. The report and financial statements of the University for the year ending May 31, 1972 were received and adopted by the Board. The Principal commented that these showed a basically balanced budget, and reflected the settlement with government of a number of problems.

The Registrar reported to the Board on registration and enrolment. Some 3,500 day students were pre-registered; 92 per cent received all the courses they applied for; 5 per cent received them if they passed the necessary supplementary and summer session exams; 3 per cent were looked after at registration. Also 800 entrants to C.I. received prepackaged programs. Usually, registration ended on time, closing at 8 p.m., and was never extended beyond 10.30 p.m. Mr. Adams commented on the great cooperation received from faculty in moving classes and sections to accommodate additional enrolments. Joe Novak, President of the D.S.A. and Stephen Husa, President of the E.S.A., congratulated the Registrar on a most successful enrolment period.

Mr. Adams also announced that the enrolment of day students had exceeded forecast by about 100, and would amount to 5,500 - 5,600. The enrolment of evening degree students would be about 200 below forecast, that is about 7,250. The enrolment of partial students would go over the target of 2,000. The Principal commented that the enrolment figures represented a remarkable achievement in a period of considerable difficulty and intense competition.

Dr. Smola reported that an inventory of about one-quarter of Main Library mono-

The Newport Daily Express, Sept. 16, 1972

About 17,000 snakes were collected in Manitoba in 1971 for use in scientific research and university laboratories.

You can bet your last dollar that in the last two years more books have been written about sex than about geography.

graphs and of all those in the Science and Engineering Library indicated losses of from one to two per cent. Arrangements have been made which will allow a reduction of from 5 to 10 cents per exposure on the five coin-operated photocopies in the Libraries.

The final version of the University Patents Policy was approved by the Board.

Stephen Husa announced that the ESA is planning a referendum so that it will be possible to include MSQP students in the ESA.

The Operational Services Committee has set up a task force to look into the general problem of the lack of study space for students, particularly in the period prior to examinations.

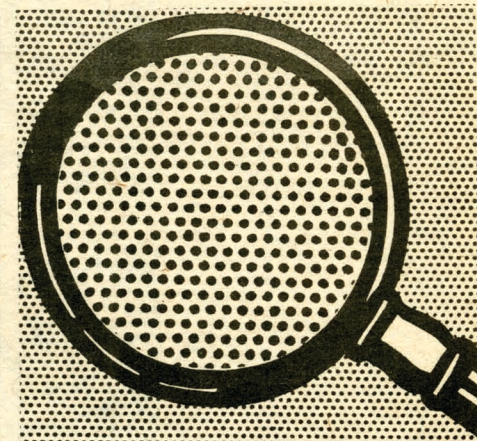
Numbers racket

Preliminary 1972-73 registration figures are in at Sir George Williams University and officials are pleased with the results.

The good news is 1,500 new first year day undergraduates, an increase of about 300 over last year.

Registrar Kenneth Adams explained that the drop in day collegial enrolment was in line with the planned phasing out of the CEGEP program; evening undergraduates declined because new students here fall under the Mature Student Qualifying Program which admits only those over 21.

Adams said that late registration should boost the final figure to better than the 15,850 projected by the University.



The figures:

	71/72	72/73
Day collegial	2,707	2,116
Day undergraduate	3,196	3,412
Graduate full-time	198	255

TOTAL DAY 6,101 5,783

Evening undergraduate 8,086 7,053
Graduate part-time 758 698

TOTAL EVENING (DEGREE PROGRAM) 8,844 7,751

Undergraduate partial 2,211 1,985
Graduate partial 65 41

TOTAL PARTIAL 2,276 2,026

TOTAL UNIVERSITY 17,221 15,560

Planning ahead

Thanksgiving (Monday, October 9) will be observed as an official holiday, and in general the University will be closed.

However, classes will be given in the evening, and the Libraries (Norris & Hall) will be open from 5 p.m. to 11 p.m.



FALL LINE IN CINEMA:
Viewing takes up five
chock-full evenings offer-
ing the best in low budg-
et trends at the Fourth
Canadian Student Film Festi-
val this week.



SGWU THIS WEEK

Photos and notices of coming events should be in by Wednesday noon for Thursday publication (basement, 2145 Mackay) or call Maryse Perraud, 879-2823.

friday 22

CONSERVATORY OF CINEMATOGRAPHIC ART: Fourth Canadian Student Film Festival with "Le Génie Illustre" (Michel Lamothe, Loyola), "L'Homo-détritus" (Michel Houle, Université du Québec, Mont-real), "Richard's" (C. Winslow Groves, SGWU), "Necrophile" (David Cyr, Vanier College), "6 a.m. to 6 p.m." (Kathy Goldsmith, Loyola), "The Slide" (D. Austin, St-George's School, Vancouver), "Roy's Movie" (Richard Martin, Mills College, California), "Through the Eyes of a Child" (B. Hobin, H. Koenig, C. Legget and F. Schriever, Carleton), "Hands" (Neil Affleck, School of Art and Design, MMFA), "Brown Sugar" (Fraser Steele, SGWU), "Comic Strip" (Janit Perlman, School of Art and Design, MMFA), "Moirá" (Marr Canell, Loyola), "Piddling Pete" (Irma Wells, School of Art and Design, MMFA), "Harry" (Bev Neil, Georgian College of Applied Arts), "Country Music Montreal '71" (Alan Moyle and Frank Vitale, McGill) at 8 p.m. in H-110; \$1.

WEISSMAN GALLERY: Daumier, Steinlen & Gavarni, an exhibition organized by the National Gallery of Canada, through September 26.

GALLERY I & GALLERY II: SGWU permanent collec- tion, through September 26.

ENGINEERING FACULTY COUNCIL: Meeting at 2:30 p.m. in H-769.

saturday 23

CONSERVATORY OF CINEMATOGRAPHIC ART: Fourth Canadian Student Film Festival with "7:00 a.m." (William MacGillivray, London Film School, England), "A House Movie" (Rick Hancox, Ohio Uni- versity), "To Vince Kroon" (Piet Grunstra, Sheridan College), "Bill and John" (Nicholas Kendall, London Film School, England), "How the Hell are You" (Ve- ronica Soul, McGill), "Spectrum in White" (Louis Siegel, Univ. of New Hampshire Film School), "Every- day Everywhere" (Norma Patuelli, School of Art and Design, MMFA), "Never One" (Barbara Brown, D. McLeod and Don Carmody, Loyola), "Kettle of Fish" (Boon Collins, School of Visual Arts, N.Y.), "La Cor- vée" (Roger Murray, CEGEP de Matane), "Munden Barnes of Tibbets Hill" (James Shavick, SGWU), "Noel c'est en Noir et Blanc" (Georges Jardon, Uni- versité de Laval) at 8 p.m. in H-110; \$1.

FOOTBALL: Loyola vs Sir George at Loyola Stadium, 2 p.m.; general admission, \$2, students, \$1.

SOCCER: Laval vs Sir George at Laval, 2 p.m.

sunday 24

MONTREAL SYMPHONY ORCHESTRA: First rehear- sal 10 a.m. - 1 p.m. in Douglass B. Clarke Theatre, Hall Building; free tickets available at information desk, Hall Bldg.

CONSERVATORY OF CINEMATOGRAPHIC ART: Winners of the Fourth Canadian Student Film Festi- val at 7 and 9 p.m.; \$1.

monday 25

COMMERCE STUDENTS' ASSOCIATION: Opening beer bash sponsored by C.U.M.A. at the Mustache, 7:30 p.m.

UNIVERSITY COUNCIL ON STUDENT LIFE: Meeting at 5 p.m. in H-769.

thursday 28

CONSERVATORY OF CINEMATOGRAPHIC ART: "A Big Hand for the Little Lady" (Fielder Cook, 1966) with Henry Fonda, Joanne Woodward and Jason Ro- bards at 7 p.m.; "The Ballad of Cable Hogue" (Sam Peckinpah, 1970) with Jason Robards, Stella Stevens and David Warner at 9 p.m. in H-110; 50¢ students, 75¢ non-students.

ARTS & SCIENCE STUDENTS ASSOCIATION: "Sep- temberfest" 3 p.m. - 1 a.m. on the mezzanine and outdoor concrete campus; 4 beers for \$1, free food for 800 (a best buy).

friday 29

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Texas Rangers" (King Vidor, 1936) with Fred MacMurray, Jack Oakie and Jean Parker at 7 p.m.; "Paint Your Wagon" (Joshua Logan, 1969) with Clint Eastwood, Jean Seberg and Lee Marvin at 9 p.m. in H-110; 50¢ students, 75¢ non-students.

PHILOSOPHY COUNCIL: Meeting 9:30 - 11:30 a.m. in H-769.

UNIVERSITY COUNCIL: Meeting at 2 p.m. in H-769.

WORLD FEDERALISTS: Rev. N. Hillyer speaks on "World Development and Revision of the United Na- tions Charter" at 8 p.m. in H-820.

saturday 30

CONSERVATORY OF CINEMATOGRAPHIC ART: "Nevada Smith" (Henry Hathaway, 1966) with Steve McQueen, Karl Malden and Raf Vallone at 7 p.m.; "The Sons of Katie Elder" (Henry Hathaway, 1965) with John Wayne, Dean Martin and Earl Holliman at 9:30 p.m. in H-110; 50¢ students, 75¢ non-students.

FOOTBALL: Bishop's vs Sir George at Verdun Sta- dium, 4200 LaSalle Blvd., 2 p.m.; general admission, \$2, students, \$1.

sunday 1

CONSERVATORY OF CINEMATOGRAPHIC ART: "Ride the High Country" (Sam Peckinpah, 1962) with Joel McCrea, Randolph Scott and Mariette Hartley at 7 p.m.; "How the West was Won" (John Ford, George Marshall and Henry Hathaway, 1963) with James Ste- wart, Debbie Reynolds and Carroll Baker at 9 p.m. in H-110; 50¢ students, 75¢ non-students.

Notices

BOOK SALE by the Arts Students' Association in H-637 from 9 a.m. to 9 p.m. through September 20.

QUEBEC LOANS & BURSARIES application deadline Sep- tember 30; more from Dave Ramsay in H-405.

ISSUES & EVENTS

Published Thursdays by the Information Office of Sir George Williams University, Montreal 107. The office is located in the basement, 2145 Mackay Street (879-4136). Litho by Journal Offset, Ville St. Laurent. Submissions are welcome.

Joel McCormick, editor, Ginny Jones, Maryse Perraud, Michael Sheldon, Malcolm Stone, Don Worrall.